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I cannot help believing that such results as these would justify any movement, and I am sure that the many obstacles which now appear to beset its path will in some way be overcome, and that in time its full possibilities will be realized.

THE CONFERENCE IN THE DEPARTMENT OF ENGLISH

NOTT W. FLINT
The University of Chicago

The English Conference, to be of the greatest value to teachers of English, should discuss those questions which the greatest number of teachers are thinking about. According with this conviction the 1905 conference was planned. The English Department of the University sent out to various teachers one hundred letters, asking them to submit any question they thought the conference ought to discuss. The sixty answers to these letters brought in forty-five distinct questions. These were read at the conference this year, but space forbids their insertion here. They classify, however, as follows:

A. The English curriculum or course of study	-	-	-	-	-	22
B. Literature:						
1. History of literature	-	-	-	-	-	2
2. The teaching of general literature and of specific classics				-	-	5
3. American literature	-	-	-	-	-	2
C. Rhetoric:						
1. Formal matters (grammar, spelling, punctuation, etc.)	-	-	-	-	-	2
2. Composition	-	-	-	-	-	12

NOTE.—The twenty-two questions on the curriculum for the most part pointed in two directions: (1) What is the present value for secondary schools of the “required” classics? and, (2) What is the best way of arranging or distributing the work through the four years?

In view of these questions, the conference for this year decided that in 1905 it would choose, as the subjects for discussion, (1) “The English Curriculum,” and (2) “Some Matters of Composition” (to be determined later). To bring the matter of the curriculum fairly before the conference, a volunteer committee of five was asked for. The five who offered for the committee are: Mr. G. W. Tanner, Northwest Division High School, Chicago; Miss Frances N. Symmes, Kenwood Institute, Chicago; Miss Ferrell, High School, Oak Park,

Ill.; Miss Julia Gettenny, High School, Moline, Ill.; Miss Lilian Brownfield, High School, South Bend, Ind.

The committee is to investigate, so far as it may be able, the English curricula in the conference schools, and to report its findings. If possible, the report is to include answers to these questions:

1. What, if any, books or authors (outside the requirements) seem to persist in the course of study?
2. Does any special period seem to be favored by the books not on the required list; i. e., seventeenth century? contemporary?
3. Is there any general opinion among the teachers as to the present value of the required classics?

THE ENGLISH TEACHER AND THE SPELLING QUESTION ¹

FRANCES SYMMES
Kenwood Institute

I am sure that the committee will make no objection if I take a little liberty with the program, and read the topics anew in an interrogative form: What can the English teacher do about the spelling question? What is the English teacher's duty toward outside reading? And the audience will permit me to interrogate them on the two problems that are nearest my heart as a teacher.

Personally, the connotation of those three words, "the spelling question," is most memorable. They are associated for me with more than mere classroom perplexities, and go back to the very beginning of my intellectual and spiritual experience. Again, through the eyes of a very little girl I see my mother by the lamp at the library table, and opposite her an irritated, boyish face bent over a soiled spelling-book. I hear the book slam down and a voice say: "Mother, I can't learn the old stuff! What's the use of having *cough* spell cough, and *tough* spell tough, and *through* spell through, and *dough* spell dough? I'll be plagued if I want to learn a crazy language like that! Why doesn't someone straighten it out?" And then I wait eagerly to hear what mother is going to

¹ Read at the conference of the Department of English.